DOCUMENT RESUME

ED 196 829 SP 016 017

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TITLE Teacher Skill Guide for Combatting Sexism. Module 6: Using Role Play to Develop the Behaviors of a Nonsexist Person. Module 9: Problem Solving Around Personal Issues Related to Sex Bias. Module 10: Developing Internal Strength through Self-Statements. Module 11: Helping Students Build Internal Strength.
INSTITUTION Education Development Center, Inc., Newton, Mass.
SPONS AGENCY Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.
PUB DATE 79
GRANT G007605329
NOTE 71p.: For related documents, see SP 016 011-020.
AVAILABLE FROM WEECN Publishing Center, Education Development Center, 55 Chapel St., Newton, MA 02160 (Package price for 13 Modules and Leader's Guide, $16.25).

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *Attitude Change: Behavior Modification: Behavior Patterns: Elementary Secondary Education: Group Dynamics: Inservice Teacher Education: Problem Solving: Role Perception: *Role Playing: *Self Actualization: *Sensitivity Training: *Sex Bias: Sex Fairness: Sex Role: Sex Stereotypes: Student Attitudes

ABSTRACT

These workshop modules are designed to help teachers to develop skills in using role play to learn resolution of personal issues related to sex bias in an atmosphere of group support, and to help their students build a clear perception of their own ability to change their attitudes and behavior. Handouts are provided to be used in the workshop and background readings are annotated for each module. A booklet to be used by the teachers in leading their students in classroom activities includes ways to develop student awareness of roles and bias, group problem solving, and methods for encouraging individualism. (JD)

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Module #8

Using Role Play to Develop the Behaviors of a Nonsexist Person

Module #9

Problem Solving Around Personal Issues Related to Sex Bias

Module #10

Developing Internal Strength through Self-Statements

Module #11

Helping Students Build Internal Strength

Women's Educational Equity Act Program
U.S. Department of Health, Education, and Welfare
Office of Education

TEACHER SKILL GUIDE FOR COMBATTING SEXISM

Module # 8

Using Role Play to Develop

the Behaviors of a Nonsexist Person

Module # 9

Problem Solving Around Personal Issues

Related to Sex Bias

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through Self-Statements

Module # 11

Helping Students Build

Internal Strength

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MAY 9 1980

The activity which is the subject of this report was supported in whole or in part by the Office of Education, U.S. Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the Office of Education, and no official endorsement by the Office of Education should be inferred.

The work upon which this publication is based was performed pursuant to Grant No. G007605329 under the Women's Educational Equity Act of 1974, Department of Health, Education, and Welfare, U.S. Office of Education.

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Distributed and printed by Education Development Center, 1979
55 Chapel Street, Newton, Mass. 02160

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MODULE #8:
USING ROLE PLAY TO DEVELOP THE BEHAVIORS OF A NONSEXIST PERSON

OBJECTIVES:

*To introduce the technique of role play as a classroom skill
*To allow participants to practice the steps involved in developing and running role plays

SUGGESTED TIMING

	Activity	Suggested Time
I.	Introduction	10 minutes
II.	Modeling the use of role play	50 minutes
III.	Practicing the role play process	95 minutes
IV.	Developing role plays with a classroom focus	35 minutes

WORKSHOP DESIGN

Activity I. Introduction

Objective

*To present a rationale for the use of role play as a classroom skill

A. To the leader:

1. Present a brief lecture, such as the following:

"Today's work is a continuation of the theme we began in Module #6: 'The Components of a Nonsexist Person.' You'll remember that I first introduced the components to you by defining them through behavioral examples and then by giving you some time to practice recognizing them. Today we'll begin to focus on trying out these behaviors in simulated situations (e.g., role plays). My goals are to help you continue to practice nonsexist behaviors until you are comfortable enough to internalize them. That is, I hope to help you move along a continuum that begins with awareness of nonsexist behaviors and leads to an incorporation of these behaviors into your own life style and the lives of your students.

"Role play is useful for several reasons. It provides the learner with firsthand experience. Frequently, we recognize the importance of a new set of behaviors for ourselves; intellectually, we know the new behaviors make sense and, moreover, we can even talk about them rationally. But the problem comes when we try to act on them. There is an enormous gap between knowing something and acting on it. Role play is a technique that closes that gap. Through role play, we see what the new behavior looks like and we experience the new set of thoughts and feelings generated by this new behavior.

"The role play is done in a protected situation, such as a classroom setting. Everyone knows and accepts the fact that role play participants are trying out new behaviors. The new behaviors are not meant to be perfect; they are meant to give participants a chance to practice one or more possible ways of responding to a situation. Moreover, when trying out alternative behaviors, participants receive instant feedback from themselves and/or others. That is, they know immediately the effects of their statements or behaviors on others and can, if they wish, have an opportunity to modify the statements or behaviors.

"Finally, role play is lively and engaging. It takes some of the sting out of change because it is just plain fun."

Activity II. Modeling the use of role play

Objectives

*To demonstrate the role play process

*To ease concern about real issues being explored through role play

A. To the leader:

1. Distribute Handout I, "Developing a Role Play" (pages 5-7).
2. Review the handout with participants, noting all of the steps involved.

B. Group practice: a model role play

1. Distribute Handout II, "Group Practice: A Model Role Play" (pages 8-10).
2. You will be the director of this role play. Participants will volunteer to play the parts and observe the scene.
3. Have participants read through the first section of Handout II ("Planning the Role Play," pages 8-9).
4. Go through the steps outlined in the second section of Handout II ("Running the Role Play," pages 9-10). Instruct all participants to refer to Handout I, "Developing a Role Play" as often as necessary during the modeling process.
5. When the model role play is completed, take time to discuss the role play process in general, answering any questions that participants may have.

Activity III. Practicing the role play process

Objective

*To provide participants with direct experience in all steps of the role play process

A. Generating role play possibilities

1. Ask participants to work alone and reflect on the list "Components of a Nonsexist Person," considering problematic areas (for themselves

or for others). Have participants record the problems they think of, either in specific terms (e.g., "I find I have difficulty confronting sexism when my brother-in-law is around") or in general terms (e.g., "Many men and women still don't even recognize sexism when they encounter it").

2. Ask participants to form groups of four in order to discuss the problems they have identified and recorded.

B. Writing role play scenes

1. Ask the members of each small discussion group to select two problems to work with further.
2. Ask each group of four to split into two pairs; each pair will focus its energy on one of the two problems selected previously.
3. Have each pair write a fictitious scene to demonstrate the type of problem it has chosen to work on. Be sure they crystallize a role play objective by completing one of these two sentence stubs:
   a. "The problem is to..."
   b. "Our objective in running this role play is to..."
4. Ask that the pairs regroup to form their original small group of four people.
5. Have each group choose one role play scene actually to run.

C. Running the role play scenes

1. Ask that two small groups of four people work together.
2. First one small group, and them the other, will have the opportunity to run the role play scene it has written. All eight people should be involved in both scenes, either as actors or audience observers.
   a. Participants should refer to the handout "Developing a Role Play" as often as needed during both role play scenes.

Activity IV. Developing role plays with a classroom focus

Objectives

*To encourage participants to generate role plays specifically for classroom use

*To give participants a second opportunity to practice the steps in the role play process

A. Generating role play possibilities

1. Ask participants to form groups of four according to the grade level they teach or are interested in teaching.
2. Direct group members to spend 10 minutes in a discussion about the nonsexist behaviors they'd like to work on, via role play, in a classroom setting.

B. Writing role play scenes

1. Ask participants to work individually through this sequence:
   a. Choose one issue that came up in your group discussion; it should be an issue of particular interest to you.
   b. Write a rough draft of a role play scene that captures the essence of the issue but is sufficiently removed so as to avoid issues that are too personal. Also write out brief role descriptions.
   c. Exchange your rough draft with a partner.
   d. Using "Developing a Role Play" as a guide, offer each other editing suggestions.
   e. Revise your own role play scene into final form.

2. Ask participants to get back into their original group of four people. Each group should decide to run the role play one of its members has written.

C. Running the role play scenes

1. Ask that each foursome join another, forming new groups of eight people. Each of the original groups will run one role play, using all eight people as characters and/or audience observers.

Module #8: Handout I

DEVELOPING A ROLE PLAY

This set of instructions is designed to help you plan and run role plays. Role plays are useful in the classroom in several ways: to help students recognize nonstereotypic behaviors when they occur; to allow students to practice nonstereotypic behavior in a nonthreatening environment; and to work on finding solutions to problems that relate to sex bias.

I. Planning the Role Play
   A. Generating and selecting issues
      1. Use one of these two approaches:
         a. Think about situations or issues related to sex bias that are problematic for you, for people close to you, or for women and men in general. Use the list "Components of a Nonsexist Person", to guide your thinking. Record the issues you think of.
         b. Consider each of the components of a nonsexist person at a time. What problems or concerns does each one raise for you? For people close to you? For women and men in general? Record the issues you come up with.
      2. Working in a small group of four members, share the issues you generated, particularly those that are most important.
      3. As a group, choose two of the issues that have been shared. Use each one as the basis for developing a role play.
   B. Divesting issues of personal content
      1. Within your small group, form pairs.
         a. With your partner, focus on one of the two issues chosen by your small group.
         b. Work together on changing the issue just enough to remove references to any people actually involved in it, while keeping the essential thrust intact.
   C. Identifying the purpose of your role play
      1. Work with your partner on clearly defining what you want the role play to accomplish,
         a. The role play can be a way to practice nonstereotypic behaviors, approaches, strategies.
         b. The role play can be a way to develop one or more possible solutions to a problem related to sex bias.
   D. Developing the characters and the scene
      1. Generate a general description of the characters who will be involved in your role play.
      2. Develop a scene for your role play. It should capture the important elements of the issue you started with, but be changed enough to be nonthreatening to the actors and the audience.
      3. Add specifics to your character description, to help the actors in your role play assume the traits and attitudes necessary to the scene.
         a. One way to make your role play less threatening is to change the ages, roles, or relationships of your characters.

II. Running the Role Play

A. Presenting the role play to your students

1. Read the role play scene out loud to your students.
2. Ask for volunteers.
   a. After describing each character, have students volunteer to play the necessary roles.
   b. A word of caution: don't typecast your students. In other words, don't choose a student to play a role just because of real-life similarities to a character in your role play. This can be very threatening, on a personal level, to the student.
3. Giving the audience an assignment
   a. All of your students who have not volunteered for roles should be actively involved in the scene as audience observers.
   b. One useful audience assignment is this: Keeping the purpose of the role play in mind, be alert to anything that helps the actors achieve their objective. Also, consider alternatives that might be more helpful.

B. Interviewing the characters

1. Have your student volunteers come forward to the "stage" area.
2. One by one, interview the characters to help them get into the role they will be playing. Ask questions about the character's background, attitudes, motives, etc.

C. Setting the scene

1. In detail, describe the physical setting of the role play "stage" area. Point out pieces of furniture and place the characters in appropriate starting positions.

D. Beginning the role play

1. Give your characters their cue to begin the scene.
2. If necessary, coach them as the scene progresses.

E. Stopping the role play

1. Let the scene continue until you think it has generated sufficient data.
2. Ask the characters to stop the role play.
3. Interview the characters immediately.
   a. Ask the central character(s) these questions:
      1) How are you feeling now?
      2) Are you satisfied with the way things are going?
      3) Are you achieving the objective of the role play?
   b. Ask the other character(s) these questions:
      1) How are you feeling?
      2) Assess what's going on.
      3) What has the main character done that has, in any small way, been helpful in achieving the goal in the role play?
   c. Ask the audience this question:
      1) Do you have any suggestions to help the main character better accomplish the objective of the role play?
      2) It can be helpful to have members of the audience demonstrate their suggestions by acting them out for about ten seconds.

III. What to Do Next: Two Alternatives

A. Replay the scene with the same characters.

1. Have the main character select one of the audience's suggestions for accomplishing the role play's objective.
2. Using this suggestion, have the same characters replay the scene.
3. Stop the role play when you think that is has generated sufficient data.
4. Interview all of the characters again to find out if the reenactment seems to have worked better than the first role play did.

B. Start the role play over again.

1. Based on the audience's suggestions, start the role play over again. Set the scene again and ask for new student volunteers to take each role. Let the role play run until you think it's time to stop it. Interview the characters.
2. If you want to try out several different audience suggestions, you can repeat this process as often as necessary,

IV. Closure

A. Disengaging your students from the role play

1. Help your students step back from the role play. This is important because people tend to identify strongly with the characters they play and the scene they've observed.
2. There are several ways to do this:
   a. Allow your students to write about their feelings as the role play ends.
   b. Allow your students to talk about their feelings as the role play ends--with a partner or in small groups.
   c. Have your students participate in a sharing circle, using these sentence starters:
      1). "Right now I'm feeling _____because_____."
      2) "One thing that struck me during this role play was _____."

Module #8: Handout II

GROUP PRACTICE: A MODEL ROLE PLAY

This model was developed to familiarize participants with the steps involved in planning and running a role play. Use it along with Handout I, "Developing a Role Play."

I. Planning the Role Play

A. Generating and selecting issues

A group of four teachers met and generated a variety of issues. Some focused on personal issues that could be related to the list "Components of a Nonsexist Person." Others started with the list of components and used them to cue into problems concerning each. Everyone recorded her or his issues.

The group spent a few minutes sharing the issues that seemed particularly important to each person:

- One person shared the ambivalence she felt regarding her teenage son and daughter. She resented the fact that her son felt he had to pay for his dates: "Why don't those girls insist on sharing the burden equally?" On the other hand, she resented the fact that her daughter always went "dutch": "Why doesn't her boyfriend take better care of her?" At a gut level she realized she wanted a double standard, one that would favor each of her children in a different way.
- Another person shared an incident that had occurred at her office that day. She had seen a male administrator come into the hallway, looking for a secretary who could xerox one paper for him. She pointed out that he might make his own copy. Then he tried to humor her, calling her "sweetie," which she resented. He outranks her as an administrator but she was not happy about the flirtatious way he treated her.

The group broke into two pairs. One of the pairs chose the second issue (about the female office worker and the flirtatious administrator) and decided to develop a role play around it. They recognized the importance of the issue, because similar situations had caused problems for them in their own work situations.

B. Divesting the issue of personal content

The partners worked to change the situation. They removed references to the people actually involved in it, but kept its essential thrust intact. This is the issue they changed it into:

- A woman in a subordinate position wants to confront a male superior about his sex bias without destroying the professional relationship between them.

C. Identifying the purpose of the role play

The partners decided that the purpose of their role play would be to have the female character develop one or more solutions to the issue of the administrator's sex bias, confronting him but not destroying her professional relationship with him.

D. Developing the characters and the scene

First, the partners decided to include two characters in their role play and generated these general descriptions:

-Character #1 is a woman, younger than and in a subordinate position to the man involved in the situation. She is aware enough to recognize sexism and cares about confronting it.

-Character #2 is an older male in some position of authority. He is sex biased in certain obvious ways, but seems unaware of this fact.

Next, they developed this scene:

-The scene takes place in the office of a male college professor, during his regular office hours. A female student ("Terry") comes to have a talk with the professor ("Professor Green") about an assignment he recently gave to his class in Developmental Psychology. He told the females to write a paper on "Child Rearing Practices in Our Society" and the males to write on "Achieving Ego Strength in Adolescence." Terry is interested in the "male" topic and is unhappy with the sex bias implied by the two different assignments. She wants to change her own paper topic, but she also wants a good grade in Professor Green's class.

Finally, they added these specifics to their characters:

-Character #1 is named Terry. She is a 19-year-old undergraduate student in Professor Green's Developmental Psych course. She is generally aware of sex bias in herself and others, and determined not to be victimized by it. She is used to getting good grades and hates to settle for less.

-Character #2 is named Professor Green. He is the chairperson of his department. He has been teaching for 20 years and is pretty set in his ways. He thinks that he knows what is best for his students to learn.

II. Running the Role Play[1]

A. Presenting the role play

Read the role play scene and character descriptions out loud to the whole group (see the preceding section, "Developing the characters and the scene").

Next, ask for two volunteers: one to play the role of Terry and the other to play Professor Green.

Give the rest of the group this assignment as audience observers:

-Remember that the purpose of this role play is for Terry to confront Professor Green's sex bias so that she can change her paper topic without destroying her chance to get a good grade in class.

-Be alert to anything that Terry does that helps her achieve this objective. Also, consider alternatives that might be even more helpful for Terry to use.

[1]Note: The workshop leader will be directing this model role play as if she or he were the "teacher" and the workshop participants were "students."

B. Interviewing the characters

Ask Terry these questions:

-Tell us a little about your background.

-What do you think of this Developmental Psych course?

-Generally speaking, do you find it difficult to confront people?

Ask Professor Green these questions:

-How long have you been teaching Developmental Psych?

-What do you think of today's students?

-How would you compare women and men as students?

C. Setting the scene

Describe what the physical setting of the role play "stage" is as follows:

-"The scene takes place in Professor Green's office. Professor Green is seated at this desk, working. His desk is cluttered; he seems to be busy. There is a chair beside his desk where students can sit during conferences. The office door is to the professor's left. As the scene begins, Terry is knocking on the professor's door."

D. Beginning the role play

Give the cue so that the role play will begin. Let the role play continue until you think that sufficient data has been generated. Stop it when you're ready and interview the characters and the audience. Replay the scene if that seems appropriate.

BACKGROUND READING

I. ROLE PLAYING METHODS IN THE CLASSROOM*
Mark Chesler and Robert Fox

Preparation and Instruction

The authors cover several key points in this chapter, including:

*The selection of a topic appropriate to role play. The authors urge the teacher to select relevant issues while avoiding those that would be personally revealing or threatening to any individual student.

*The use of the "warm up." Prior to the role play itself, the authors recommend using games or charades to allow students to relax and begin the communication process.

*Exploring the situation, briefing the actors, exploring the scene. The authors recommend that socially competent and respected students be the first ones to assume roles. This is suggested in order to gain student acceptance of role play as a technique. The assignment of roles, however, should avoid placing any child in her/his usual life role. In order to ease the student into the role, the student and teacher "build a past" to help the student feel the emotional aspects of the character.

*Involving the audience. The author suggests giving members of the audience specific points to look for by suggesting that they try to identify with one or another of the actors, and by assigning them some task that increases their responsibility for keen observation.

Dramatic Action and Discussion

In this chapter, the authors present some of the necessary interventions which the teachers, as director of classroom role plays, must condsider. These include:

*Gauging time carefully so as to prevent the action from dragging on.

*Watching for students who fall out of roles or who become overwhelmed by a role.

*Watching for students who confuse or obscure the main object of the role play.

*Stopping the action so that actors can seek advice from members of the audience who have been observing the scene.

*Teaching and introducing, where appropriate, techniques such as soliloquizing or role reversal.

*Leading the discussion. The authors suggest that the actors and audience may want to talk about how the individual characters were feeling, what the characters wanted out of the scene, and why the characters responded in the way that they did, The teacher needs to direct this discussion so as to minimize negative judgments.

*Allowing the replay. The replay gives students an immediate opportunity to experiment with new and alternate behaviors. Replay or reenactment is the final step of the role play process. It may also lead to a new and deepened process of discussion and evaluation.

*Annotated from "The Technique of Role Playing: Preparation and Instruction" and "The Technique of Role Playing: Dramatic Action and Discussion" in Mark Chesler and Robert Fox in *Role Playing Methods in the Classroom* (Chicago: Science Research Associates, Inc., 1966), pp. 31-37, 38-44.

CLASSROOM ACTIVITIES: A BOOKLET FOR PARTICIPANTS
TO USE WITH THEIR STUDENTS

COURSE DEVELOPMENT TEAM

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Wendy Leebov Gollub, Course Development Coordinator
Julie Moser, Project Secretary

SUGGESTED ASSIGNMENT:

Choose one approach in Section I and complete at least one activity.
Choose one approach in Section II and complete at least one activity.
Choose one approach in Section III and complete at least one activity.

SECTION I: DIAGNOSING THE DEGREE OF STUDENT AWARENESS OF THE COMPONENTS

Overview

How aware are your students of the components you decided to present (the components of a nonsexist person, liberated person, serious science student, budding athlete, independent five-year-old, or the like)?

Somehow, using a two-pronged assessment or diagnostic device, find out first the extent of your students' ability to recognize the components you presented and second their ability to generate those components. The results should prove quite helpful in focusing your next efforts.

A variety of formats for diagnosis are suggested here. As you develop and use one of these (or your own), please use the following questions to guide your inquiry and homework reports:

1. Which set of components have you presented to your students to date?
2. Specifically, what did you do to diagnose the extent of your students' knowledge of these components? (Which diagnostic tools, tests, or exercises did you use?)
3. What were the results?
   a. Which components can your students recognize, remember, and generate?
   b. Which components do they fail to recognize, remember, and generate?
4. Given the above results, what further work do you think your class needs in order to be fully aware of the components?

PART A. POSSIBLE FORMATS FOR DIAGNOSING YOUR STUDENTS' ABILITY TO RECOGNIZE THE COMPONENTS (Of course, feel free to design your own approach.)

1. Multiple choice
   *Which of the following are components of the nonsexist person (serious science students or whatever)?
   a. Can feel and express a wide range of feelings;
   b. Values members of one's own sex by spending most of one's leisure time with them;
   c. Etc.
2. True/False
   *"A nonsexist person learns how important it is to squelch certain feelings so that s/he appears tough to others." True or False?
3. Matching
   *On the left are components of the nonsexist person. On the right are examples of the components. Match the component with an appropriate example.

a. Shows equal respect to males and females.	a. Does not listen more to males than females in intellectual discussions.
b. Etc.	b. Etc.

4. Coding
   *Write or find a story which contains several or all of the components. Have students code the story to see how many components they can recognize. (The same can be done with a film, TV program, newspaper article, etc.)
5. Labeling
   *Develop sample situations for student analysis. Here is one example. One person is showing at least one component of interest. Read the situation with an eye to detecting the component(s):

   Sample situation: A dentist comes to school to examine students' teeth. The dentist hurries to finish with a large number of children. Ella says, as the dentist finishes with her and turns quickly to the next student: "Before I leave, I want to know exactly what you were looking for in my mouth and exactly what you found. It's my mouth and I deserve to know."

   Which component(s) do you find here? Explain.
6. Guessing games
   *Have students take turns acting out a component of their choice. Others guess which it is. Once a certain component is acted out, it cannot be acted out again until all the components have been shown.
7. Devise your own approach
   *Design and use any approach, or combination of approaches, that will help you diagnose the extent to which your students can recognize the components.

PART B. POSSIBLE FORMATS FOR DIAGNOSING YOUR STUDENTS' ABILITY TO GENERATE THE COMPONENTS (Again, feel free to design your own approach.)

1. Story telling or writing
   *Have students develop a story (orally or in writing) in which their task is to reflect as many different components as they can. Then, trade stories and code for the components students were able to generate.
2. Open-ended lists
   *Have students generate from memory the answers to the following: "The nonsexist person is someone who: (list the eight components)___."
3. Correcting negative instances
   *Present a situation in which you typify behavior antithetical to some component. Have students, through role play, written responses, or oral responses, modify the situation to include a clear example of the components. For example:
   *"There's a long line at the savings bank. Tina is fifth in line after four males. She sighs and looks at her watch, wishing she could finish quickly. The males in front of her gesture to one another and finally suggest in a friendly and gentlemanly way that Tina go first."
   *Replay, rewrite this to reflect a clear example of some component... etc.

4. Unfinished scenes
   *Present an unfinished story, scene, situation. Through writing, role play, or telling, students must find some way to complete the scene, clearly reflecting one or more of the components. For example:
   *"The family is in the living room. Three young children in the family have been playing very noisily and aggressively for more than an hour. Dad has been trying to read the newspaper, but finally cannot tolerate any longer the commotion in the room. He (finish the story)...
5. Devise your own approach
   *Design and use any approach, or combination of approaches, that will help you diagnose your students' abilities to generate the components.

SECTION II: INCREASING STUDENT UNDERSTANDING OF THE COMPONENTS

After the diagnostic work you did in Section I, you will know which components your students need to work on. With this knowledge, choose and do one or more of the possibilities suggested in the following pages.

Approach A

If, as a result of your diagnostic work, you come to the conclusion that your students are progressing nicely on the activities you began with Modules #6 and #7, continue to work with these same activities.

Approach B

If, as a result of your diagnostic work, you come to the conclusion that there are weak spots in your students' understanding, you can choose one or more activities from Modules #6 and #7 for consideration now.

Approach C: Case Studies

If, as a result of your diagnostic work, you realize that your students need further work in understanding the components, but you are eager to try a different approach that will engage your students in animated discussion, try case studies. There are two possibilities for using the case study approach.

Case Studies: Possibility #1

Step One: Present the situation.

Possibility #1 of the case study approach involves either using a scenario from the activities booklet from Modules #6 and #7 or writing one of your own in order to generate a meaty discussion. Some teachers might prefer giving students a chance to do some reading and writing on their own prior to any group discussion. Such a teacher might be interested in Possibility #2, which provides students with a Case Study Activity Sheet which they can use prior to any discussion. Some prototypes of a Case Study Activity Sheet follow the step-by-step procedure presented for Possibility #2.

should be rich and full enough so that students can mentally picture the scene. The vignette scenes from the Classroom Activities Booklet from Module #6 and #7 can be useful here; just add whatever questions you think are needed in order to generate a discussion. So, for example, a vignette taken from Module #6 reads:

"Susan has applied for a promotion to sales manager. She has worked in the department for five years and is qualified for the position. Mr. Jones comes to her to tell her that he is promoting Jim Jackson to the position. He seems upset. He says, "I know Jim has just been with us a short time, but he has a wife and two children to support. He needs the salary increase." Susan says she understands and is, in fact, very sympathetic with the position in which Mr. Jones finds himself."

Step Two: Discussion

The questions you pose to the class, after giving them a chance to read the case study, could be:

*How do you imagine Susan felt about this incident?
*Why was Mr. Jones upset?
*How would you describe Susan's response to Mr. Jones?
*Do you think her response was in her own best interests? Why?
*What do you imagine could be the short-term consequences (personally, professionally) to Susan as a result of this exchange? What about the long-term consequences for her, i.e., if Susan continues to be as sympathetic, understanding and passive as she is now, what will life be like for her in ten years?
*How else might Susan have responded to Mr. Jones? What might be the consequences of that response? (Encourage short-term consequences and long-term consequences.)
*What argument did Mr. Jones use? How fair an argument did you think this was? Why?
*Do you believe that salaries should be adjusted for need? For ability? If you were the owner of a business, what criteria would you use to determine salary and/or position?
*How would you respond to the suggestion that Susan be given the higher status position with a small increase in salary and Mr. Jackson be kept at his original position with a high increase in salary? Justify your position.
*In groups of three, come up with the single most convincing argument Susan could have used to get both the position and the salary raise.

Case Studies: Possibility #2

Step One: Present the situation.

Present students with a written description of a person(s) who is (are) displaying some sex biased behavior. This written description should be rich and full enough so that students can mentally picture the scene. As well as providing students with the written description, provide them with specific questions.

Step Two: Case study activities

Ask students to fill out the case study questions on the following two activities.

Step Three: Discussion

Generate a discussion based on student responses to the activity sheet questions and/or any other questions that seem appropriate.

Case Study Approach: Activity #1

The Speeding Car

Jeanne was speeding down the New Jersey Turnpike when a police car pulled her over. The officer started to write out a ticket, when Jeanne burst into tears. The police officer, a male, was caught off guard by her tears, and let her go with only a warning.

When Jeanne got home, she bragged to her friends about her prowess in avoiding the ticket by her "helpless and distraught" behaviors.

*Do you see any indication of nonsexist behavior on Jeanne's part? ___yes? ___no? Explain your answer.

*Do you see any indication of nonsexist behavior on the police officer's part? ___yes? ___no? Explain your answer.

*How else might Jeanne have handled the situation? (Please use your knowledge of nonsexist behavior as you respond.)

*How else might the police officer have handled the situation? (Please use your knowledge of nonsexist behavior as you respond.)

Rewrite the scene so that Jeanne and the police officer both display nonsexist behaviors.

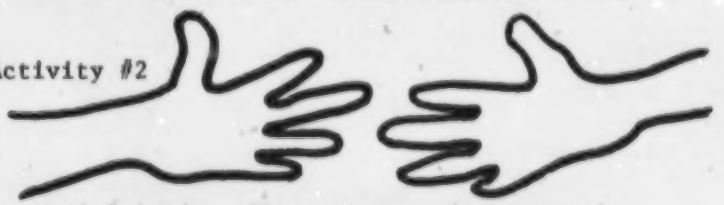
Possible discussion questions:

*Are there ever situations in which persons are entitled to use the privileges of their gender? Why or why not?

*What is an example(s) of a male using privileges of his gender? What is the most convincing argument against using it?

Case Study Approach: Activity #2

Two Friends



Allan and Beth are good friends. They go everywhere together and do things to help each other. They go to their woodworking class together, to their sewing class together, to the movies and to the local McDonalds together. One time, when Allan was crying at a particularly sad movie, Beth handed him some Kleenex. Another time, when Beth insisted that a store manager listen to her complaint about a faulty appliance she had purchased, Allan

was there and congratulated her afterwards on her persistence. When Allan wants a good meal, he gets Beth to cook it for him. When Beth wants to go to a place that's too far to walk, she gets Allan to drive her because she never took her driver's test.

*When you finish reading about Allan and Beth, make a list of all the components of nonsexist behavior you saw in them.

*Some of Allan's and Beth's behaviors were not nonsexist behaviors. What do you think they were? Explain.

*If Allan wanted to develop more nonsexist behaviors, what might he do?

*If Beth wanted to develop more nonsexist behaviors, what might she do?

Possible discussion questions:

*When you think of the people you know who are friends, does the friendship between Beth and Allan seem typical or atypical? Explain. What, if anything, gets in the way of friendships between males and females?

*Discussion question for males: What skills or qualities do you think males need to acquire (that are presently missing or considered atypical)?

Approach D: Role Play

If, as a result of your diagnostic work, you know that your students need further work in understanding the components, and you are eager to try an approach that will engage your students in an action oriented classroom activity which acknowledges their comfort with spontaneous verbal performances, try a role play.

Role Play: Possibility #1--Jump right in!

Step One: Construct a role play situation.
Use the guidelines distributed during the workshop session.

Step Two: Set the Scene.
"This area is the doorway. You enter here and leave there," etc.

Step Three: Interview the Characters.
Ask pupils who are assigned roles certain questions about themselves: "How do you feel now?" "What are you going to do about your situation?" "How old are you?" "Do you like him?" "What kind of person are you?" Etc.

Step Four: State the objective.
Clearly state the problem which the role play will focus on solving.

Step Five: Get suggestions from the audience.
Interview characters some more: "How do you feel now?" "Are you making progress?" Etc.

Step Six: Get suggestions from the audience.
"How can this problem be better solved?" (e.g., "Using nonsexist behaviors")

Step Seven: Try one suggestion.
Have the main character(s) select one idea to try out in the role play.

Step Eight: Try the scene again.
Step Nine: End the role play.

Include the audience in a discussion. Talk about reactions to the role play, especially positive reactions. Have the audience answer the questions, "Did you find yourself identifying with any one thing, person, or situation?"

Role Play: Possibility #2--Walk in slowly

If you, the teacher, are excited by the potential of role play for component learning and collaborative problem solving, but suspect that your students are not yet ready for it (they appear reticent speaking before their peers; or they seem embarrassed, scared, or unsure of themselves), you can help them to warm up so that they feel more comfortable about role playing. On the next few pages are some sequenced steps you can take that will help prepare your students. Choose those sections of the sequence that best suit your students' needs. Cut the sequence shorter or lengthen it, as you deem necessary. As soon as you see evidence of the students loosening up, move them into role plays (following the steps outlined under "Role Play: Possibility #1").

Step One: Nonverbal warm-ups

Students can quickly become comfortable with short, non-verbal, teacher-directed activities.

To avoid feelings of embarrassment about being "watched" by others, many teachers introduce the notion of "the concentration box." Students are asked to imagine themselves enclosed in an opaque box, unable to see out, and invisible to others.

Once students have "drawn" their concentration box around themselves, the teacher gives them an exercise to act out. It is often helpful to coach: "Careful! don't let that thorn prick you," "Feel how soft the kitten is," etc.

A. Suggestions for nonverbal warm-up exercises that focus on developing the senses.

*Hold a kitten.
*Light a match and burn your finger.
*Test some water that's very, very hot.
*Make a snowball with your bare hands.
*Try on a pair of shoes that are too small.
*Wear a sweater that itches.
*Pick up a turtle.
*Pick up a rose with thorns.
*Pick up a delicate vase.
*Pick up these things from the ground:
-needle and thread
-broken glass
-pile of laundry
-a small child
-bread dripping with syrup
-sand
*Chew a piece of tough steak or leather.

*Eat a piece of your favorite fruit (if students are comfortable, half the class can observe the other half and guess the fruit that is being eaten).

In the last set of exercises, students could all participate while either sitting at their seats or sitting in a circle on the floor. The next step of the sequence calls for several participants to act in front of the group. The exercises continue to be nonverbal, short and teacher-directed.

B. Suggestion for exercises focusing on emotion

Get volunteers, set the scene (improvise a doorway), and give instructions.

*Close the door as if:

-you were very angry
-you have just said a final goodbye to someone you love
-you were very, very late and you have to sneak in
-you have just gotten the baby to sleep
-you have just heard great news
-you weren't sure you had come to the right place.

C. Suggestions for exercises that focus on characterization

Get volunteers, set the scene (improvise a table and a bowl of soup), and give instructions:

*Eat a bowl of soup as if you were:

-a royal person who frequently eats with a golden spoon and a silken napkin
-a ten-year-old who has run away from home and hasn't eaten for two days
-a sick old person who is eating only because the doctor has given an order to eat
-a witch testing a magic broth
-a person who suspects s/he is being poisoned
-a person who fears s/he will miss a plane
-a tennis player after a hard match.

Step Two: Beginning verbal activity

Telephone conversation improvisations are an easy way to introduce words and speech. The telephone conversation can be shortened or lengthened, depending on students' comfort. You assign roles and have students work either in front of the class, or in pairs at their seats. Teachers of young children may want to make the initial phone calls so that they can be supportive to the children. Teacher will keep the conversation going. If children are inaudible, teacher can complain that there is a bad connection and ask children to speak louder.

These are some possibilities for telephone conversations:

*Grandma calls to chat when child is in a hurry to go to the movies.
*Guidance counselor calls to discuss problem with a parent.
*Friend calls to make up after a fight.
*Bank teller calls to tell customer the money s/he deposited was counterfeit.
*Stranger keeps getting wrong number while parent is trying to make dinner.

Step Three: Short improvisations with dialogue

As you conduct short improvisations, stress that the person playing the role should remain in character. Praise good effort freely. The audience should applaud each effort. Specific feedback encourages convincing performances (e.g., "I like the way you climbed from the pool"). Students who can handle these short improvisations are ready to move next into doing actual role plays which deal with learning components.

Get volunteers, set the scene, interview the main characters. These short improvisations can be played several times if students can think of different ways to play the same characters. Some possible situations are:

*Tenant and Landlord: A tenant refuses to pay his rent because of paint falling from the ceiling. He has written several letters to the landlord. After a month, the landlord comes to collect the rent.

*Pupil and Teacher: A pupil is trying to get a good mark in a philosophy course. She has already handed in one late paper and missed two class sessions. The final paper was due yesterday, but the pupil overslept. She must now explain this to the teacher.

*Child and Parent: A child is crossing the street. The light is red, but the child crosses anyway. Before he crossed, he looked both ways and saw that no cars were coming. His parent comes around the corner and sees the child cross the street against the light.

*You and an Onlooker: You are walking down the street and get your foot caught in a hole. You turn to an onlooker for help.

*A Teacher, a Principal and Three Students: You are a teacher. You just caught three students cheating on a test. You take them down to see the principal.

*Tommy, the Doctor, and Mr. and Ms. Jones: Tommy is sick in bed with a bad cold. Mr. and Ms. Jones send for the doctor who brings strong medicine. Tommy refuses to take it.

SECTION III: SHARPENING STUDENT AWARENESS OF THE COMPONENTS IN THEIR OWN LIVES

It's important that students sharpen their awareness of the components in their own lives, not just in books, films, and discussions that deal with topics and people that are outside their own experience. This section offers a few suggestions of ways you can have students themselves: 1) moniter the components in themselves; and 2) monitor components in people personally connected to them.

Engage students in at least one activity that sharpens their awareness of the components in their own lives and in the lives of people personally conncected them.

Here are some possible approaches to help you accomplish this task. Of course, feel free to invent your own.

Approach A:

From the previous module's Classroom Activities Booklet, you might choose an activity you already did. Redo it with your students if you found that it helped them to notice the components in themselves and others around them. (E.g., Sharing circles: "A time I expressed a feeling not typical of my sex....")

Approach B:

Using the last module's Classroom Activities Booklet, you might choose an activity which you haven't yet done and do it now to help students be more aware of the components in themselves and others.

Approach C: Self-monitoring devices

You might have your students complete self-monitoring devices that sharpen their awareness of the components in themselves. Some examples follow. (Try it yourself too, please.)

Self-monitoring device #1:

Every day for one week, write down three examples of nonsexist behavior that you exhibit.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
1.	_____	_____	_____	_____	_____	_____	_____
2.	_____	_____	_____	_____	_____	_____	_____
3.	_____	_____	_____	_____	_____	_____	_____

Self-monitoring device #2:

Focus on one component each day. Keep an ongoing list of every time you are aware of showing "the component of the day." At the end of eight days, you should have eight lists, each representing one component and your examples of how you reflected it.

Monday: Component 1
Tuesday: Component 2
etc.

At the end of the week, consider what you learned or realized about yourself.

Self-monitoring device #3:

For three days, at the end of each day, see if you can write down one example of how you showed each component during that day.

	Day 1	Day 2	Day 3
My Component #1 Behavior			
My Component #2 Behavior			
etc.			

At the end of the three-day period, fill in these statements:

*The components that come easiest for me are:_____.

*The components that are hardest for me are:_____.

Approach D: Observation exercises

You might have students complete observation exercises that sharpen their awareness of components in other people associated with them. Some examples follow.

Observation Exercise #1:

Find an inconspicuous place for yourself in the lunchroom or playground or student lounge (depending on grade level). Focusing on a small number of people, list every example of a component that you can find. If you see none in a group that you're watching, focus on a different group and try again.

List of Component Behaviors I Saw:

1.
2.
etc.

*Based on this observation, I think the components most likely to be exhibited by students my own age are:_____.

*The components I'm least likely to see among students my own age are:_____.

(Note: For this observation exercise, have students choose a setting appropriate for the components you presented. For instance, if you presented the components of the "serious science student," you might ask students to observe in a lab situation.)

Observation Exercise #2: (a scavenger hunt)

In your travels during the next 24 hours, find at least two examples of each component in friends, family, teachers, people on the street, etc. Record them here.

	Who?	What happened?
Component #1		
#2		
.		
.		
#8		

When finished, compare notes with a classmate who also tried this exercise.

Observation Exercise #3:

During one class period, select two males and two females to observe. Record every instance of nonsexist behavior exhibited by all four persons.

Person #1
Person #2
Person #3
Person #4

At the end, write each a postcard stating what you observed. E.g., "I noticed that you_____during class. I can really appreciate that, since it is something that characterizes a nonsexist person."

MODULE #9

PROBLEM SOLVING AROUND PERSONAL
ISSUES RELATED TO SEX BIAS

MODULE # 9: PROBLEM SOLVING AROUND PERSONAL ISSUES RELATED TO SEX BIAS

OBJECTIVES

*To allow participants to bring up personal issues that have developed as a "ripple effect" of this course.

*To encourage participants to resolve personal issues in an atmosphere of group support.

SUGGESTED TIMING

Activity	Suggested Time
I. Introduction	5 minutes
II. Group problem solving	40 minutes

WORKSHOP DESIGN

Activity I. Introduction

Objective

* To present a rationale for working on participants' personal concerns

A. To the leader:

1. Present a brief lecture, such as the following:

"I am aware of the fact that a course such as this one, which asks that you consciously change your attitudes and behaviors, and those of your students as they relate to sexism, cannot help but impact in some way on your own life. It may be that you are feeling a sort of "ripple effect" from this course that is influencing your life in the classroom, or your personal interactions, or your feelings about yourself. I believe that it's important to give you some time to work on some of these issues, in a context that is supportive and helpful to you.

"Therefore, I'd like you to focus on personal issues or problems that have come up in your life because of the new awarenesses or learnings that have impacted on you as a participant in this course. Sit back and think for a few minutes: What comes to your mind? A single incident, or a pattern of incidents? A new twist in a relationship with someone important to you? A new way of perceiving yourself, or of being perceived by others? Any of these issues can relate to your professional or your personal life. When issues come to mind, jot them down to help you crystallize your thoughts.

"You will be asked to get into small groups of five or six people. In your small group, you will be free to decide whether or not you want to share any of the personal issues you have thought and written about. After that, the whole group will focus, one at a time, on the issues that have been shared."

Activity II. Group problem solving

Objective

* To provide a support system for sharing and resolving participants' personal issues

A. To the leader:

1. Ask that participants form self-selected groups of five or six people. You will be moving around between the groups, as needed.
2. Within each small group, ask that participants volunteer to share personal problems or issues. The group will be timing itself, so that each participant who wishes to share will have an equitable amount of time for doing so. Suggest that participants choose an appropriate strategy for using group time to focus on their own personal issues. Some possibilities:
    a. Group discussion to generate new input.
    b. Role playing the problematic scene to try out alternative behaviors.

MODULE #10

DEVELOPING INTERNAL STRENGTH
THROUGH SELF-STATEMENTS

MODULE # 10: DEVELOPING INTERNAL STRENGTH THROUGH SELF-STATEMENTS

OBJECTIVES

*To raise participants' awareness that self-statements can operate internally and either facilitate or inhibit movement toward behavior free of sex bias.
*To allow participants to explore, at a personal level, self-statements and their consequences.
*To raise awareness of labels that are learned in relation to stereotypic female and male characteristics.
*To explore the relationship between stereotypic labels and unhelpful self-statements.

SUGGESTED TIMING

	Activity	Suggested Time
I.	Introduction to the topic of self-statements through simulation	40 minutes
II.	Raising awareness of personal self-statements	65 minutes
III.	Exploring "universal crushers"	20 minutes
IV.	Building helpful self-statements to work through problematic situations	35 minutes

WORKSHOP DESIGN

Activity I. Introduction to the topic of self-statements through simulation

Objective

*To introduce the concept of self-statements and demonstrate how they affect behavior.

A. To the leader:
1. Introduce the topic of self-statements by presenting a definition: "Self-statements are the internalized thoughts we have about ourselves. These internal thoughts have a direct effect on our behaviors and feelings in a given situation."
2. Explain that, in order to allow participants to experience the power of self-statements, they will be involved in three simulations: one case study and two short role plays.

B. Case Study
1. Ask participants to form small groups of four members.
2. You will be assigning a different self-statement to each of the four members in each small group.
a. A sufficient number of cards, each containing one of the following four assigned self-statements, should be prepared in advance for distribution at this time:
1) "If I cry, they will laugh at me."
2) "I deserve to express my feelings."

3) "How unfeeling they are."
4) "I must be crazy to feel so much."

b. Distribute self-statement cards and ask participants to read them quickly.

3. Explain to participants that you are about to read aloud the description of a scene. Participants should imagine themselves in the scene, reacting to it strongly, in accordance with their assigned self-statement.

4. Read this scene out loud:

"You are watching television with a group of friends. The show you are watching portrays the last pain-ridden years in the life of a competent, responsible, and loving woman who, as she faces her own death, expresses her appreciations and regrets about her life. The story is alternately sad and hopeful, touching and frightening. The friends who are watching with you seem engrossed in the show, but react to its melodromatic qualities with amusement and wisecracks. You are, nevertheless, very involved in the story and at various points feel on the verge of tears. The play builds to an emotional climax."

5. In their small groups, ask that participants first think about and then discuss these questions:

a. How did your assigned self-statement make you feel as you imagined yourself in the scene?

b. How would you be likely to demonstrate your feelings? What would you say and do?

c. In what ways did the members of your group react differently to the scene because of differences in assigned self-statements?

C. Role Play One

1. Have participants form one large group.

2. Explain that the role play will allow participants to further explore the power of self-statements by acting out (or observing) three different role play reactions to the same situation.

3. Ask for four volunteers to act in the role play:

a. One person will play the part of a late arriving friend and will repeat this role three times.

b. Three persons will play the role of a waiting friend. Each person will play this role just once, reacting in accordance with a preassigned self-statement. Assign self-statements now, by giving each volunteer a card with one of the following self-statements written on it:

1) "This person has little regard for me or my time."
2) "I'm angry, but I don't want my friend to be mad at me."
3) "My friend really values me and would let nothing short of an emergency cause a delay."

4. Ask all other participants to observe the three role plays attentively, watching for differences in behavior on the part of the three different waiting friends.

5. Run the role play. (Note: more detailed instructions for running role plays can be found in Module # 8).

a. Set the scene: "Two friends have arranged to meet. One friend has been waiting for the other one, who is already 20 minutes late, to arrive. At long last, the second friend arrives, quickly apologizing for being late, but offering no explanation or excuse."

b. Instruct all four volunteers to get ready to begin the role play. The scene will be run three times for about two minutes each time. The role of the waiting friend will alternate and will be played according to each volunteer's assigned self-statement. The role of the late friend will be played by the same volunteer, and in similar fashion, all three times.

c. Begin the role play. Instruct the first "waiting person" character to be very aware of her or his self-statement. She or he should stand, looking around, obviously waiting; the late friend comes rushing in and the scene begins.

d. Let the action run for two minutes.

e. Stop the action. Repeat the scene with the second "waiting person" taking part in it. Again, let the action run for two minutes, then stop it.

f. Finally, run the same scene for the last time, with the third "waiting person" taking part in it. Stop the action after two minutes.

6. Lead a discussion of the role play scenes, asking all participants to share their observations. Ask the following questions, first about "waiting friend #1", then about "waiting friend #2", and finally about "waiting friend #3":

a. What might this person have been saying to herself or himself during the scene?

b. What did this person say or do to indicate what she or he was thinking internally?

Ask that each "waiting friend", in turn, reveal to the group what her or his actual self-statement had been during the role play.

D. Role Play Two

1. Explain that this role play will again allow participants to explore the power of different self-statements in three versions of the same situation.

2. Ask for four volunteers:

a. One person will play the role of a college professor and will repeat this same role three times.

b. Three persons will play the role of a graduate student. Each person will play this role just once in accordance with one of the following self-statements (to be distributed, written on cards):

1) "I want Ms. Steinem to stay at my house and I will get what I want no matter what it takes."

2) "I'd like to have Ms. Steinem stay at my house. After all, I am certainly worth knowing."

3) "It would be nice to have Ms. Steinem stay at my house, but I'm boring and not worth knowing."

3. Other participants will serve as audience observers.

4. Run the role play.

a. Set the scene: "You are a graduate student who lives in a large house near the college you attend. You are currently enrolled in the course "Sexism in Society". You are very involved in the issues of sex-role stereotypes, and you've come to admire the work of Gloria Steinem. You've heard that she'll be coming to your college to offer a symposium for graduate students.

"During the scene that is about to begin, you enter the classroom in which your graduate course, "Sexism in Society", is held. As soon as all the other students are seated, your progessor announces that Gloria Steinem, the respected feminist editor, writer, and speaker, will arrive tomorrow. The professor goes on to say that Ms. Steinem is interested in staying at the home of a graduate student during her visit, and then asks whether any of the students in your class might be interested in serving as Ms. Steinem's host."

b. Instruct all four characters to get ready to begin the role play. The scene will be run three times for two minutes each time.

c. Begin the role play. Have all three "graduate students" take chairs as if their class was about to begin. Instruct the first "graduate student" character to be very aware of her or his assigned self-statement. The professor enters the room, makes the announcement about Ms. Steinem, and the action begins.

d. Stop the action after two minutes. Repeat the role play two more times, allowing the second and third "graduate students" to act out their roles.

5. Lead a total group discussion, focusing on the observed differences in each "graduate student's" actions and behaviors and the relationship between these observations and the different self-statements that were being acted out.

E. Summarize the activity by presenting a brief lecture, such as the following:

"As indicated by the simulations we've just done, all of us have an inner monologue that can affect how we feel and behave in any situation. This inner monologue is made up of a series of self-statements. Self-statements can be helpful or debilitating. In particular, as we work on becoming less sex biased, our self-statements can either offer us support or present us with internal obstacles.

"I want you to work first on identifying personal self-statements about the issues of sex bias: How do they effect you? How can you eliminate those that block your efforts to change? Then, you will be able to take your new learnings into your own classrooms. This will allow your students to explore their own self-statements about sex bias, creating a strong internalized support system for themselves."

Activity II. Raising awareness of personal self-statements

Objective

*To raise participants' experiential awareness of the effects of personal self-statements on their own behaviors and feelings

A. Exploring self-statements in areas of "learning blocks"

1. To the leader:

This activity requires som preparation ahead of time, so that you can set up a variety of learning centers around the room.

a. Each learning center should focus on a different skill area (e.g. Public Speaking, Statistics, Physical Balance and Dexterity, Performing Arts, Confrontation and Debate, Intellectual Puzzles, Art, Dance, Singing, Playing an Instrument, Memorizing,

Written Composition, etc.). Feel free to determine the themes and varieties of learning cneters you set up. Prepare a sign to identify each learning genter by name.

b. Equip each learning center with several task cards that describe skill-related activities of varying levels of difficulty, and that include both a preparation and a performance component.

c. Be sure to stock each learning center with any additional materials that are required to complete the task cards.

d. For example, a learning center labelled "Dancing" might be equipped as follows:

1) Task 1 - Invent a new dance step to accompany a well-known tune of your choice. Be prepared to perform the step for a small group.

2) Task 2 - Find someone who can do (the polka, Irish jig, horah, etc.) and ask the person to teach it to you. Be prepared to teach the dance to a small group.

3) Task 3 - Learn to do the hustle by following the provided step-by-step directions. Be prepared to teach it to the members of a small group. (Note: this task requires that the center be equipped with the necessary hustle directions.)

2. Spend a few minutes setting up and equipping learning centers around the room.

3. Explain the purpose of the "learning blocks" activity to all participants so that they will be able to select an appropriate learning center. You might say something like this:

"You will be participating in a simulation designed to get you in touch with how your personal self-statements affect your feelings and behavior. You will select a learning center that represents a skill area in which you would describe yourself as being 'blocked'. Be careful to avoid selecting a learning center that either offers no challenge, or is overwhelmingly failure-ridden for you. Select a center that represents a real, but moderate, risk. As you work at our chosen center, 'turn up the volume' of your personal self-statements, and experience how they are affecting your feelings and behaviors. I will be interrupting midway through your preparation time to ask that you get more in touch with your self-statements."

4. Have participants count off from one to five to form small groups in front of which they will later perform their learning center tasks. Give these groups just enough time to get together and decide exactly where they will convene after finishing at their respective learning centers.

5. Instruct all participants to choose a learning center and go over to it.

a. Participants have seven minutes to read through their chosen center's task cards until they find one that represents an appropriate risk level for them.

b. Instruct participants to spend ten minutes preparing the task outlined on their task card. After five minutes have elapsed, remind participants to get more in touch with their self-statements as they work.

Module #11: Handout II

WORKSHEET:
FOCUSING ON STUDENTS' INTERNALIZED LABELS IN RELATION TO THE COMPONENTS OF A NONSEXIST PERSON

DIRECTIONS:	MY RESPONSE:
Step 1. Choose one component that you feel your students need help to internalize. It may be a component that you consider especially important and on which you'd like to see your students make a breakthrough.	Step 1. I choose Component #___.
Step 2. Construct a problematic situation around the component you've chosen. It may be a situation you'be actually seen in your classroom, or it may be a composite of elements that you have observed to be operating in several different situations.	Step 2. I constructed the following problematic situation:
Step 3. What are the unhelpful self-statements (internalized negative labels) that you think may be operating to block your students in the problematic situation?	Step 3. I think the student in the situation I have described is saying things to herself/himself such as:
Step 4. What are the helpful self-statements (positive labels) that you would like your students to internalize? In other words, what can your students say to themselves in order to help solve the problem?	Step 4. I would suggest that my student work on internalizing such helpful self-statements as:

Step 5. Use the other people in this group as resources. Circulate your worksheet among them. They can use the back of the sheet to make additional suggestions, generating more helpful self-statements to solve the problem you've been focusing on. After this activity ends, read through the suggestions that have been offered and decide which ones you can use in your classroom.

6. Participants return to the small groups (formed in Step 4 above) to perform their tasks.
   a. Each group member has a turn to perform. Remind participants to be as aware as possible of their self-statements before performing, during their performance, and after they've finished performing.
   b. After each participant performs, other group members should spend a few minutes asking that she or he share new insights about self-statements:
      1) What were your self-statements during preparation time?
      2) What were your self-statements before, during, and after performing?
      3) How did your self-statements affect your feelings and behaviors at any time during the activity?
      4) Which self-statements helped you with your task? Which ones blocked you?
7. Ask all participants to reconvene in one large group. Ask for volunteers to share their experiences and insights.

B. Exploring self-statements in "yes/no" situations
1. Ask participants to think of several times when they wanted to say "yes" but said "no" instead, or wanted to say "no" but ended up saying "yes". Provide some examples (e.g., "The time my husband wanted me to go see his mother and I was exhausted but said 'yes', anyway" or "The time a friend offered to give me a foot stool that I really wanted but I said 'no'").
2. Ask participants to jot down examples from their own lives, and then choose one or two examples to write about. Ask them to be sure to recall or imagine the self-statements that accompanied each situation. Tell participants not to worry about conventional writing form, spelling, etc., but to let the memory of the experience flow onto paper in whatever way seems most natural. Mention that no one else will see these papers and that participants will share only the sections they wish to share.
3. Arrange participants into groups of four. Ask them to share. They can either read sections directly from their writing, or use their writing as a springboard for verbal sharing. Ask participants to focus their sharing on the ways in which their self-statements were unhelpful, leading them to do something they didn't really want to do.

<u>Activity III.</u> Exploring "universal crushers"

Objectives
*To introduce the idea that some unhelpful self-statements are often commonly held notions that are fostered by sex-role stereotypes
*To introduce the concept of "universal crushers"
*To seed the belief that participants can control their self-statements and suggest a process to eliminate unhelpful ones

A. To the leader:
1. Present a brief definition of "universal crushers" such as the following:
   "One type of self-statement that can underlie many of our feelings and actions is called a 'universal crusher'. Crusher self-statements

can have the effect of completely undermining our attempts to change in desirable directions. Many crushers are commonly held self-statements that we have all learned as part of our stereotyped scripts for what it means to be a woman or a man in this society."

2. As a total group, develop as thorough a list of "universal crushers" as possible. Record participants' input on the chalkboard so that the list will be visible to everyone.
   a. Begin by offering a few examples to get things started (e.g., "As a woman, I feel that I am only worthwhile to the extent that I meet the needs of other people" or "Because I'm a man, I have to be perfect," etc.).
   b. Encourage participants to call out their own "universal crushers," until you'be compiled a list of 15 or 20.
   c. Some participants may share negative self-statements that are not be definition, "universal crushers." When this happens, try to help the person identify the underlying crusher:
      1) Participant: "My crusher is, that as a man I have to get my job done."
         Leader: "Is there an even more basic underlying self-statement, one that is more universal?
         Participant: "I think the underlying crusher is that I have to be perfect."
      2) If your suggestions and questions don't help the participant come up with a truly "universal crusher," don't force the issue. The purpose of the activity is to help participants recognize that "universal crushers" exist; not to develop a definitive, all-inclusive list of them.
3. Introduce the notion that "universal crushers" are debilitating as self-statements and that it is important to work on eliminating them. One way to do this is to explore their "flip side."
   a. "The flip side of a crusher is made up of self-statements that can help us move away from the debilitating effects of the crusher. In order to move, we have to be able to believe in the flip side statements. Crushers can be very destructive because the ones that we internalize control many of our feelings and actions. It is important to remember that we have the power to take control of our own inner thoughts and change them so that they don't prevent us from growing in positive directions."
   b. An example: One "universal crusher" is "I have to be perfect in everything I do"; the "flip side" of this crusher might be "Nobody is perfect" or "Trying to be perfect in everything is a waste of time."
4. Point out that the process of identifying crushers, generating flip side self-statements, and choosing those that are helpful and believable is an effective way to work on eliminating unhelpful self-statements. Recommend to participants that they try the process often. Tell them that the process can work with any kind of unhelpful self-statement, not only crushers.

Activity IV. Building helpful self-statements work through problematic situations

Objective

*To help participants practice the process of identifying and changing personal self-statements in problem situations

A. To the leader:

1. Arrange participants in small groups of three members.
2. Ask participants to identify and make note of problematic situations that exist in their lives because of sex-role flexibility. If participants can't think of a sex-role problem, ask them to choose another problem area to work on.
3. Ask participants to share their problems, one at a time, in their small groups.
4. Other group members should help each participant identify the self-statements embedded in problematic situations. These self-statements should be labeled as helpful or debilitating.
5. Each participant chooses one of the helpful self-statements to focus on.
6. Other members of the participants' small groupshould repeat the chosen self-statement aloud to the participant using deliberately strong affect (e.g., "You don't have to be perfect in order to be lived!").
7. Participants repeat their chosen self-statement aloud, over and over again with conviction, in an attempt to internalize it (e.g., "I really don't have to be perfect in order to be loved!")!

BACKGROUND READING

I. COGNITIVE BEHAVIOR MODIFICATION*
Donald Meichenbaum

Meichenbaum's "Cognitive Behavior Modification" presents a theoretical overview of self-statement work. The article covers what self-statements are and how they influence both feelings and behavior. It reviews key cognitive variables present in stress reactions and describes several semantic and behavioral therapies. The article is highly recommended to those intending to run a class or workshop on self-statements.

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*Annotated from Donald Meichenbaum, "Cognitive Behavior Modification," in University Programs Modular Series. Morristown, N.J.: Silver Burdett, 1974.

MODULE #11

HELPING STUDENTS BUILD INTERNAL STRENGTH

MODULE #11: HELPING STUDENTS BUILD INTERNAL STRENGTH

OBJECTIVES

*To explore ways in which participants can introduce the notion of self-statements to their students

*To provide participants with techniques for helping students build supportive self-statements and move specifically toward eliminating sex bias

a. "Feeding" students helpful self-statements

b. Role play related to the components

SUGGESTED TIMING

	Activity	Suggested Time
I.	Focusing on students' internalized labels in relation to the components of a nonsexist person	20 minutes
II.	Self-statement role plays	45 minutes
III.	"Feeding" students helpful self-statements	45 minutes
IV.	Generating supportive self-statements for students	10 minutes

WORKSHOP DESIGN

Activity I. Focusing on students' internalized labels in relation to the components of a nonsexist person

Objective

*To provide participants with a model for working on the internalized labels (self-statements) that are blocking student development of the components of a nonsexist person

A. To the leader:

1. Present a brief lecture, such as the following:

"As we can see from the ranges of positive and negative labels that can be associated with each component of nonsexism, we all have images of the socially approved messages concerning our behaviors and how appropriate it is for each of us to exhibit them. Specifically, society teaches us to value different behaviors as females and as males. We learn these social labels so thoroughly that we internalize them and carry them around inside of us as self-statements. As we learned in Module #10, these self-statements impact on our feelings, thoughts, self-images. For example, a male in our society may come to believe this self-statement: "If I learn 'girl' things, like sewing or cooking, then I must be a 'sissy.'" A female may come to believe: "If I'm assertive and I confront people, then I must be 'pushy,' and no one likes pushy people." These socially approved labels need to be examined and reevaluated; we have all been affected by them to some degree, but by becoming conscious of them

we can work on generating flip side self-statements. These counteract the influence of labels that block our movement toward increasing non-sex-biased behaviors.

"Just as we have all internalized certain labels about what is considered socially appropriate for us as females or males, our students have also been influenced by the same labeling process. I want to spend some time focusing on the issue of how to help students move toward internalizing more nonstereotyped behaviors. They can do this by thinking through the labels that may be blocking them, and then creating--and believing--flip side self-statements. At the conclusion of this work, we will have an opportunity to use role play to help students practice facing problematic situations where labels or self-statements have been debilitating."

2. Distribute copies of Handout I (page 49) and Handout II (page 50) to all participants.
3. Instruct all participants, working alone, to complete the worksheet (Handout II) by going through the following steps:
   a. Choosing one component that they feel their students need help to internalize
   b. Constructing a problematic situation around the selected component
   c. Generating a list of the internalized negative labels (debilitating self-statements) that they think may be inhibiting their students
   d. Generating a list of suggested positive labels (helpful self-statements) to encourage students to move toward internalizing the selected component.
4. Encourage participants to circulate their worksheets freely, soliciting the suggestions of other group members who may be able to come up with more possibilities to help students build and internalize positive self-statements.

TO THE LEADER: Activity II focuses on the classroom technique of self-statement role plays for students. Activity III focuses on the classroom technique of "feeding" students helpful self-statements. Depending upon the readiness of group participants, you may run both of these activities (in sequence, as written, or out of sequence) or you may choose to focus on just one classroom techique.

Activity II. Self-statement role plays

Objective

*To train participants to use self-statement role plays in the classroom

A. To the leader:

1. Present a brief lecture explaining the rationale for this activity:

"We've talked about the concept of providing internal supports to help students carry nonsexist behaviors out into the world beyond your classroom. Developing nonsexist behavior is not easy, given that our whole society tends to devalue such behavior. So these internal supports are very important.

"Module #10 introduced the topic of self-statements and how they can help build internal strength. This module will focus on introducing self-statements into the classroom, and will demonstrate how role play and self-statements can enhance each other as classroom techniques."

B. Large group role play

1. First round. For the following role play, read the scene aloud and then ask participants to volunteer for principal roles. (Refer to Module #8, Handout I, "Developing a Role Play", for more detailed role play instructions.)
   a. Scene: The action takes place on a Monday morning, in the principal's office of an elementary school. The principal has just been informed that all requisition forms for books and materials must be completed by Wednesday. This will invlove circulating the forms among a total of eight teachers in two days. The principal is hoping that two teachers (including the other character in this role play) will be willing to take the requisition forms home tonight, completing their work so that the other six teachers can have the requisitions to work on during prep time tomorrow. The scene begins as one of the teachers who will be asked to take the requisitions home enters the principal's office.
   b. Characters
      1) Principal: The principal is a woman in her mid-forties, who feels herself to be overworked. She recognizes that certain members of the school's faculty do more than their share of work, while others are "9 to 3" teachers. The principal frequently relies on her more dedicated teachers for help, and is very supportive toward them in return. However, she feels contempt for the other group of teachers, behaving towards them in a manner which borders on rudeness.
      2) Teacher: The teacher is in her or his first year of teaching, and feels vulnerable. She or he has sought to please the principal and has enjoyed her support. However, she or he has recently become aware of the principal's pattern of rewarding "good" teachers and punishing "bad" ones. This week, the teacher's sister is in town for a visit, and the teacher has been looking forward to spending as much time as possible with her. However, as she or he approaches the principal's office, this self-statement prevails: "My future in this school depends on what this principal thinks of me."
   c. Objective of the role play: The "teacher" is to interact with the "principal" demonstrating that she or he truly believes the assigned self-statement.
   d. Concludion of the role play: Ask participants to discuss the ways they saw the "teacher" being influenced by the assigned self-statement.
2. Second round. Using the same role play, make the following changes:
   a. Assign the "teacher" a new self-statement: "I deserve to be supported."
   b. Ask all participants to think about and suggest ways in which the "teacher" might act on this self-statement (e.g., the "teacher" would sit straight, have a calm clear voice, make statements such as "That suggestion is not acceptable to me", etc.).
   c. Ask for new volunteers to play out the scene again. The

"teacher" can choose any of the behaviors suggested by the group to demonstrate her or his conviction about the assigned self-statement.

C. Small group role plays: Divide the participants into three small groups. Have each small group run one of the following role plays:

1. Role play one
   a. Scene: Theresa is attracted to a particular Atlantic City hotel because of its many facilities: swimming pool, tennis courts, exercise room, etc. After several days of enjoying the pool and tennis courts, she approaches the exercise room and is told it is for men only.
   b. Characters: Theresa and an exercise room attendant
   c. Round one
      1) Self-statement: As Theresa approaches the attendant in charge of the exercise room, she says to herself, "They don't want me here."
      2) Objective: Theresa is to interact with the attendant in a way that shows she truly believes her self-statement.
   d. Round two
      1) Self statement: As Theresa approaches the attendant in charge of the exercise room, she says to herself, "I've paid good money. I deserve to be admitted!"
      2) Objective: Theresa is to interact with the attendant in a way that shows she truly believes her self-statement.
2. Role play two
   a. Scene: Susan has applied for a promotion to the position of sales manager. She has worked in the department for five years and is qualified for the position. Mr. Jones, her supervisor, tells Susan that he is promoting Jim Jackson to the position. He seems upset, and says, "I know Jim has just been with us for a short time, but he has a wife and two children to support. He needs the salary increase."
   b. Characters: Susan and Mr. Jones
   c. Round one
      1) Self-statement: As Susan replies to the sales manager, she says to herself, "People won't like me if I make a fuss."
      2) Objective: Susan is to interact with the sales manager in a way that shows she truly believes her self-statement.
   d. Round two
      1) Self-statement: As Susan replies to the sales manager, she says to herself, "My needs are just as important as Jim's."
      2) Objective: Susan is to interact with the sales manager in a way that shows she truly believes her self-statement.
3. Role play three
   a. Scene: Frank wants to attend a play with Anita, but he does not have enough money to pay for two tickets. He nonetheless plans to ask Anita to go with him.
   b. Characters: Frank and Anita
   c. Round one
      1) Self-statement: As Frank approaches Anita in order to

suggest they attend the play together, each paying their own way, he says to himself, "I am a person worth spending time with."

2) Objective: Frank is to interact with Anita in a way that shows he truly believes his self-statement.

D. Practice session: Creating a self-statement role play

1. Ask participants to refer to Handout II and focus again on the component and accompanying self-statements they worked on earlier.
2. Direct participants to find a partner. Each pair should focus on one component, writing a two-round self-statement role play about it at a level appropriate to their students.
3. Ask participants to share briefly in one large group.

Activity III. "Feeding" students helpful self-statements

Objective

*To present participants with a technique for helping students internalize positive self-statements

A. To the leader:

1. Present a brief lecture, such as the following:

"Children learn concepts and generalizations at a young age. The concepts they learn guide their behavior. Along with concepts, children also learn the value society places on the concepts (e.g., 'Men are strong' and 'Being strong is good'). If one wants to promote role flexibility, one must teach new concepts that allow for it. It isn't enough to work only on behavior: a woman can see herself as weak yet behave in ways that others view as strong and powerful. Another example: A female doctor asks her daughter, 'What do you want to be when you grow up?' Her daughter's answer: 'A nurse.' The mother: 'Why a nurse? Why not be a doctor?' The daughter, who has learned society's rules despite the model her mother represents, says: 'Women aren't supposed to be doctors.' What this all means is that the generalized concepts that children learn early in life directly influence what options they consider open to them."

2. Ask participants to decide what they think are important self-statements for their students to learn. Perhaps they might refer to supportive statements generated in Activity I, and then turn the self-statements into appropriate generalizations (concepts): e.g., "The self-statement I want my female students to internalize is, 'I am strong and capable,' and this can be generalized to the statement, 'Women are strong and capable.'"
3. Have participants form pairs to share their self-statements and generalizations with each other, and then set the statements aside for a few minutes.
4. Give participants some problem situations and have them generate helpful, authoritative self-statements they might "feed" to their students in such situations.

a. Two boys are fighting and one starts to cry. The other one teases him. The crying boy seems humiliated. Teacher says....

b. A woman approaches a six-year-old girl dressed in dirty jeans and says, "What's a cute little girl like you doing with those boy's boots and dirty jeans on?" Later on a parent discusses the encounter with the child, and says....

c. A boy is playing with a doll. A bigger child calls him a "sissy." Later, teacher talks to the boy and supplies some helpful self-statements....

5. Working in small groups, have participants return their attention to the generalizations they came up with in Step 2. Have them apply their generalizations to appropriate (hypothetical) situations. For example, "A mother notices that her daughter, while playing in the yard, lifts a heavy rock. She uses the situation to tell her, 'Hey, you lifted that heavy rock! You are strong. Women are strong and capable!'"

6. Point out several TV commercials that illustrate stereotyped behavior. Ask participants to construct self-statements to counteract the narrow images.

   a. For example, in one commercial, a man is shown in a kitchen, obviously making a mess out of his attempt to prepare a meal. Make the observation, "This commercial is trying to make you believe that men are totally inept in the kitchen. That's not true! Men can be very competent in the kitchen."

   b. There are many examples of TV commercials that promote the glamorous female as ideal. Make the observation, "Commercials try to make you believe that women shouldn't bother about anything except being as pretty as fashion models, because only if you're pretty will you get what you want out of life. That's not true! Women can do lots of different things. Women can be _____." A discussion of options for women could follow.

7. Suggest that participants try to help their students internalize positive generalizations through practice and repetition. Students can repeat statements aloud during sharing circles, or the class can try to create positive image songs that they sing together, etc.

8. Encourage an open discussion of the technique of "feeding" students helpful self-statements. Solicit participant input, offer suggestions, etc.

Activity IV. Generating supportive self-statements for students

Objective

*To flesh out the imagery of the supportive self-statements participants would like to encourage in their students

A. To the leader:

1. Introduce the following points:

"I want you to spend some time focusing more specifically on the self-statement work you would like to do with your students. Try to generate some very basic self-statements, the kind you believe are essential to your students as they build their own internal support systems. Remember that your students will carry their internal supports out into the world with them; they will rely upon these internal supports in order to solve many problematic situations in life."

2. Ask participants to work alone, generating entries for three lists:
   a. Components for everybody
   b. Components especially for girls
   c. Components especially for boys
3. Ask participants to imagine themselves to be the teacher of two students, one girl and one boy.
4. Have participants think about both students and answer this question in writing: "What are the basic, underlying self-statements you wish your students will carry internally throughout life?"
5. Have participants form pairs and share their responses.

Module #11: Handout I

MODEL:
FOCUSING ON STUDENTS' INTERNALIZED LABELS IN RELATION TO THE COMPONENTS OF A NONSEXIST PERSON

DIRECTIONS:

Step 1. Choose one component that you feel your students need help to internalize. It may be a component that you consider especially important and on which you'd like to see your students make a breakthrough.

Step 2. Construct a problematic situation around the component you've chosen. It may be a situation you've actually seen in your classroom, or it may be a composite of elements that you have observed to be operating in several different situations.

Step 3. What are the unhelpful self-statements (internalized negative labels) that you think may be operating to block your students in the problematic situation?

Step 4. What are the helpful self-statements (positive labels) that you would like your students to internalize? In other words, what can your students say to themselves in order to help solve the problem?

EXAMPLE:

Step 1. I choose Component #6: "A nonsexist person recognizes and takes steps to develop a wide range of qualities, interests, and skills."

Step 2. I constructed the following problematic situation:

A female student in my classroom is doing well in an advanced science class. Prior to this course, she had been telling her family and friends that she would like to get into medical school, if only she were better in science. Now, however, instead of enjoying her success in the science course, she is becoming increasingly troubled and anxious.

Step 3. I think the student in the situation I have described is saying things to herself such as:

"Girls don't do well in science. This is a fluke. Soon people will find out that I don't really know what I'm doing."

"If I continue to do well in science, I won't have any valid reason for avoiding medical school."

Step 4. I would suggest that my student work on internalizing such helpful self-statements as:

"A good background in science will help me do well in medical school."

"This fluke may last for 20 years."

"I'll decide about medical school when the time comes. For now, I'll enjoy this course."

CLASSROOM ACTIVITIES: A BOOKLET FOR PARTICIPANTS
TO USE WITH THEIR STUDENTS

MODULE #10

DEVELOPING INTERNAL STRENGTH
THROUGH SELF_STATEMENTS

MODULE #11

HELPING STUDENTS BUILD
INTERNAL STRENGTHS

COURSE DEVELOPMENT TEAM

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SUGGESTED ASSIGNMENT:

Use any combination of activities from Section I to present the notion of self-statements to your students and begin to work with them on problems in the classroom.

Complete at least two activities from Section II.

OVERVIEW

While the classroom activities presented in the previous modules may seem strangely similar, each has a different emphasis. To review the differences in emphasis for each module in order to clarify the objectives of this module, consider the following progression of objectives:

*Modules #6 and #7: To expand your students' mental image of a nonsexist person by presenting the components of a nonsexist person

*Modules #8 and #9: To increase your students' ability to recognize and understand nonsexist behavior in action, especially through the use of role play

*Modules #10 and #11: To encourage your students to work on problems they themselves are experiencing as they relate to the components of a nonsexist person
To teach your students to use positive self-statements as one way to help them work through personal problem areas

SECTION I: DEVELOPING INTERNAL STRENGTH THROUGH SELF-STATEMENTS

By the time your students leave your classroom hopefully they will not only have become much more aware of the evidences and effects of sex bias but will also have developed a strong internal support system -- one that will help them continue to function throughout their lives. To this end, this activities booklet concentrates on techniques you can use to help build your students' internal supports.

PART A: ESTABLISHING THE CREDIBILITY OF SELF-STATEMENTS

In order for your classroom work on self-statements to be effective, your students need to believe that people really to talk to themselves, and that the things people say to themselves really can influence what they feel and how they behave. Therefore, it may be helpful for you to introduce the topic of self-statements with a lesson that focuses on their existence and their dynamics without concentrating on nonsexist components for the time being.

Although many of the following activities were used originally with a fifth grade, they can nevertheless be adapted to the grade level of your students.

Classroom Activity #1: A simulation of the experience of learning to drive a car

Objective

*To demonstrate that thinking processes are going on all the time, even though they are frequently submerged

"Today, we're going to pretend that you're learning to drive a car. Now sit up straight in your chair and get ready to learn about the equipment in your car. There are three pedals on the floor: the long narrow one in front of your right foot is the accelerator or gas pedal; the one in the middle is the brake; the one in front of your left foot is the clutch." Continue with a brief description of the rest of the equipment in a car: steering wheel, hear shift, etc. Now, have your students do a variety of things like shifting gears, driving on a super highway, braking suddenly. As they do through each set of actions, feed them directions: "Step all the way down on the clutch, push the gear shift up to the middle and over to the left, and up again, step on the gas pedal with your right foot; and now slowly let the clutch out."

After the simulation, point out to your students that in order to pretend they were really driving they had to be thinking all the time, talking the themselves, giving themselves instructions about how to behave and how to feel. Make this point clearly: when we're learning something new, we're usually very aware of the things we're saying to ourselves; later on, we're less conscious of what our thoughts are because our actions seem more automatic. However, the thinking never stops: it just gets submerged. We call the things we say to ourselves "self-statements." Self-statements can influence what we do and how we feel. In fact, sometimes we may want to change our actions and feelings in a given situation; one way to do this is to become aware of our self-statements and then work on changing them.

Classroom Activity #2: Role Play

Objective

*To have students experience the way in which self-statements can effect their behaviors and feelings and the outcome of a situation

Role play situation: Your cousin is having a party. You know that this cousin has only invited you to attend because your aunt insisted on it. For this reason, you don't feel too much like going to the party, but your father has said you must.

Get a student volunteer to play the main character.

Interview the character: "What unhelpful things might you be saying to yourself before you go to the party?" Then ask the rest of the class for their ideas, too.

Have the student select one unhelpful self-statement.

Begin the role play. (Assign other characters: the cousin, a group of friends at the party.) Scene begins as the main character arrives, thinking the unhelpful self-statement.

Freeze the scene when you have sufficient data for a discussion that centers on these questions:

*To the other people at the party: "How are you responding to the main character's being there? What do you think of this character's attitude?"

*To the main character: "What do you notice about what's happening here? How are you feeling? Are you having a good time?"

*To the audience: "What do you notice about what's happening here? What do you think will ultimately happen? In particular, what nonverbal messages have you noticed?"

Solicit helpful self-statements the main character could use in the same situation.

Get a new volunteer for the part of the main character. The new main character rehearses a helpful self-statement and then reenacts the scene.

Discuss what happened. Focus on questions like the ones you used after freezing the first run through.

Classroom Activity #3: Case Studies

Objective

*To emphasize that self-statements truly can affect our moods and behaviors

Give the following three case studies as a written assignment:

Case One

Tyrone is a fifth grade boy who is having a history test tomorrow. It is now 7:30 at night, and Tyrone would rather watch TV than study.

*What might Tyrone say to himself to make himself feel comfortable about watching TV instead of studying?

*What might Tyrone say to himself to increase his energy for studying?

Case Two

Mary had wanted her parents to give her a new stereo for her birthday. However, when whe opened her present, she found a new jacket instead. She is really disappointed. In a few minutes, several of her friends will be arriving for her birthday party.

*What can Mary say to herself to get into a grumpy bad mood for the party?

*What can Mary say to herself to get into a good mood for the party?

Case Three

Today is the first day of school. Henry is entering junior high and is supposed to go to his new school for the first time. He is afraid to go, because the school seems so big and new to him.

*What are some helpful things Henry could be saying to himself?

*What are some unhelpful things Henry could be saying to himself?

Classroom Activity #4: Teaching the notion of self-statements by using Albert Ellis' A-B-C Continuum of rational emotive therapy

Research suggests that children who are as young as ten years of age can grasp the theory of self-statements through this approach. Explain the following steps to your class.

Step 1:

"Many people try to explain a person's behavior in simple cause and effect terms."

A	C
Activating Event (cause)	How a person responds (effect)

"This explanation is not complete. Something of extreme importance happens between point A (activating event) and point C (how a person responds)."

A	B	C
Activating Event	What the person says to herself/himself (self-statement)	How the person responds

Step 2:

Incomplete

A	C
Bob smiles at Jack.	Jack smiles back.

Complete

A	B	C
Bob smiles at Jack.	Jack says to himself: "He likes me."	Jack smiles back.

"In fact, the self-statement that happens at point B has a lot to do with what will happen at point C." For example:

A	B	C
Three people get up and leave in the middle of Bob's speech.	Bob's self-statement: "They probably have another class to got to."	Bob continues his speech unruffled.
OR		
Three people get up and leave in the middle of Bob's speech.	Bob's self-statement: "They're so bored that they are leaving."	Bob sweats, stutters, loses his place.

Step 3:

Do several more examples on the board. Then draw a continuum with A and C filled in and have students supply likely self-statements for B. For example:

A	B	C
Charlie asks Sally to dance.	(possible self-statements)	Sally brushes away tears.

Classroom Activity #5: Teacher modeling

It is very important that you, the teacher, share your own self-statements and the effects they have on you; if possible, show your students how you are learning to change unhelpful self-statements to ones that are more helpful.

For example, you get a note from a messenger saying that the principal wants to see you at lunch time. Your response is to get nervous and worried because you are saying to yourself "Oops, I must be in trouble: my classes have been too noisy" or some other equally negative self-statement.

You say to your students, "Let me tell you about something that is really crazy. Many adults behave in certain ways because of patterns they learned when they were children, not unlike the learning to drive exercise (if you did it). Just now, I got a note from the principal saying that she would like to see me at lunch time. When I was a child, if a teacher or principal or one of my parents wanted to see me, it frequently meant I was in trouble. I'm not even sure a principal ever sent for me, but I remember that when the principal sent for other children, it usually meant they were in trouble. Anyway, I just got this message and I said to myself, 'Oops, I must be in trouble!' And I started getting nervous and worried and going over everything in my head to see if I can figure out what I'm in trouble for, which is not a very adult kind of response. What I'm trying to learn to say to myself is, 'The principal might want to see me for any number of things.

I'm not going to think about it until I get there. Or, even is she is unhappy about something, I can handle myself.' I still have an automatic nervous response, but if I change my self-statements, I know that gradually I will be able to respond differently in the same kind of situation."

Classroom Activity #6: Raising students' awareness of their own self-statements

If you try this approach, record the incidents in a daily log; then you can share your examples and help other teachers develop an awareness of appropriate times for introducing work on self-statements in their classrooms.

Raise your students' awareness of their own self-statements by asking them, at appropriate times, to share their thoughts. Have your students tell you what they are saying to themselves and what effects their self-statements are having on their behaviors and feelings. If some of the effects are negative, ask the students to think of more helpful self-statements they might try.

Classroom Activity #7: For teachers - working on personal self-statements

We have all used self-statements in our own lives to help us deal effectively with a variety of day to day problems; therefore, we have come to believe in their power. We suggest that you identify some problem in your own life and use self-statements to help solve it.

Sequence:

a. Identify some personal problem area. Choose a situation in which you think a change in self-statements is appropriate and potentially helpful.
b. Identify your current self-statements.
c. Figure out what is incorrect and unhelpful about your current self-statements.
d. Generate some helpful self-statements; be sure that they feel right for you and the problem.
e. Consciously and consistently use these new self-statements at appropriate times.

Classroom Activity #8: Classroom practice sessions

Once you're sure that your students understand what self-statements are, help them build their skill by generating helpful self-statements from case studies and role plays you've already done in class. Review the situations and see if your students can identify times when constructive self-statements might have led to a better outcome. In these situations, what kinds of helpful self-statements can your students generate?

PART B: GENERATING PROBLEMS AND ISSUES FOR SELF-STATEMENT WORK

To continue your classroom work on self-statements with a specific focus on the problems caused by sex bias, it is important that you select problems and issues that your -- and your students -- have identified as personally relevant. The following series of activities suggests ways in

which pertinent problems and issues can be generated:

Classroom Activity #1:

Present "ideal behaviors" related to various components of a nonsexist person. Ask your students to discuss which "ideal behaviors" they would have most difficulty in trying to perform.

Classroom Activity #2:

Using the list of "ideal behaviors", have your students interview older students about the behaviors they would find difficult.

Classroom Activity #3:

Use a generalized format to ask this question and get a discussion going: "What problems do you think that people of your age face in relation to sex bias?" (Or "stereotyping". or whatever term you've been using with your students.)

Classroom Activity #4:

You, as teacher, can do some thinking about the sex bias issues that are likely to be relevant to your own students.

*Which components of a nonsexist person do they seem to have trouble with now?

*Which components of a nonsexist person will they probably find problematic during the next year or two?

Classroom Activity #5:

Give your students the full list of components of a nonsexist person. In relation to each component, ask that they list the problems which they themselves -- or people close to them, or people in general -- seem likely to encounter.

Classroom Activity #6:

Give your students an opportunity to submit their problems and issues anonymously. Perhaps you could set up a "Problem Box" or a "Letters to Dear Abby/Abner" format.

PART C: USING SELF-STATEMENTS TO WORK THROUGH PROBLEMS AND ISSUES THAT HAVE BEEN GENERATED

Unfortunately, we don't know of any single foolproof process to recommend to you. Therefore, we'd like to help you consider a range of alternatives by presenting a problem and illustrating a variety of possible activities that you as teacher might use to work through such a problem. At the end of this section, we try to summarize the activities and operating principles that should help you use self-statements to work through your students' problems related to sex bias.

A. Case Illustration: The Problem

Judy is a twelve-year-old girl in your classroom. She says, "I know that it's stupid for boys to be the only ones who are allowed to take the initiative, but there's this guy I really like and I'm afraid that if I call him, he'll think I'm nuts."

Case illustration: Some Possible Activities

1. First of all, no matter what else you do, get Judy to be more specific aobut her fears:
   Teacher: "Judy, what if this guy you like does think you're nuts?"
   Judy: "If he thinks I'm a kook, he'll never like me or dance with me at the school parties."
   Teacher: "What is it that you're most afraid of?"
   Judy: "That he won't like me."
2. So that Judy doesn't feel alone, you might ask the rest of the class: "How many of you ever had a problem similar to Judy's? What were you worried about?" Allow a brief discussion; if the others talk too long, you won't get back to Judy!
3. Ask if any boys in the class would care to respond to Judy's concern.
4. You could run a role play to allow Judy to experience how the boy she likes might actually feel if she did call him. Let Judy play the boy. (It's possible that the boy will feel flattered; if not, refer to the suggestions that come at the end of this section.)
5. You could help Judy explore the consequences of not calling the boy she likes. "O.K., so you're afraid that he'll think you're 'nuts' and then he won't like you. That's a risk you take if you call. What are the consequences you'll face if you don't call?" After a thorough discussion of this question, end with: "It's a risk either way, isn't it?" Now, at this point Judy will be making a clearer choice--a positive result in itself.
6. You could run a role play to help Judy develop some alternative approaches she might use if she decides to call the boy. Give Judy and others in the class a chance to try out what they might say in such a situation.
7. Don't let Judy go away from any discussion of her problem without arming her with helpful self-statements. For example, if she's decided that she does want to call, but is still afraid of the consequences, she's likely to "chicken out." What could she remember to say to herself in order to help her stick to her decision? Or, let's imagine that Judy goes ahead and makes the call and her worst fears are realized. What are some healthy, helpful self-statements that she could remember to say to herself in order to cope with this outcome? You could have Judy's classmates suggest helpful self-statements, orally or in writing; then Judy could select the ones she thinks would work for her. (Remember: what seems "helpful" to one person does not automatically work for another person.) Judy can practice the self-statements she's selected by repeating them to herself, using appropriate affect when she does practice so that she really believes what she's saying to herself.

8. You might ask each of your students to write about a personal problem or concern that is similar to Judy's, writing about their problem in as much detail as possible. Each problem can then be passed along to two or three other people, who will read it and suggest in writing a helpful self-statement that could help the person who owns the problem to work it out.

B. Summary of possible activities

1. Pinpoint the exact fears and goals of the individual who has expressed a problem. If the problem is a general one (i.e., a problem that eighth grade boys might face) have your students brainstorm the fears and goals an individual might have.
2. Examine the rationality of fears. Examine the probability that the fears will be realized.
3. When the problem is owned by one individual, poll the rest of the class to find out how many others have shared the same type of problem and the same type of fears.
4. Explore both the consequences of doing and not doing whatever is at issue. List the costs and benefits on each side.
5. Let students share suggestions in writing.
6. Run some role plays: to find out what might happen if the student tried some particular course of action; to give the student practice with trying out some behavior; to explore alternative solutions to the problem.
7. Throw the problem open to discussion, or hold a problem circle.
8. Equip the individual--or the group--with helpful self-statements to be used when facing the problem at issue.

C. Advice for teachers:

Before you actually begin to try some of the activities we have suggested in order to help your students work through personal issues, anticipate some potential problems and be prepared to handle them. To this end, we would like to highlight some potential problems and suggestions for dealing with each one:

*Potential Problem #1

Your students may expect that the activities you lead them through will completely solve the issue. They will look for "The Right Answer" instead of considering the relative merits of several alternatives. Then, when "The Right Answer" isn't forthcoming, they tend to disregard the entire problem-solving process.

Be prepared for such a problem by letting your students know, from the outset, that the strategies you suggest will not produce "The Right Answer." Instead, emphasize that you'll help them come up with several alternatives for solving their problem. Each alternative can then be tested, like a hypothesis; some will work, others may not.

*Potential Problem #2

Despite your disclaimers, your students may still feel sunk when a problem-solving strategy does not produce a perfect solution.

Be prepared for this by pushing your students to identify the positive elements of the strategy even if it has not been completely successful. Also, emphasize to your students that nothing remains the same forever; their problem will eventually be "solved" because every situation, and all the people who are involved in it, will change over time.

*Potential Problem #3

A given problem or issue may be too close to home for your students to work through it comfortably and unemotionally.

Be prepared to prevent such a problem by distancing the individual from the issue during classroom activities. During role plays, don't allow the individual to play her or his own part. Get others in the class to identify the problem (they can complete sentences like: "I feel bad about that too, when...." or "That's a problem for me too when...."). If the individual who owns the problem becomes upset, shift the focus away from her or him. Provide other examples of similar problems, so the issue seems more generalized: "My fourth graders last year ran into the same kind of thing...."

SECTION II: EXAMINING LABELS ASSOCIATED WITH SEX ROLES

Labels are one-word, highly judgmental associations which carry strong positive or negative connotations. Labels are very effective socializing agents: people tend to internalize them at a very early age, so the labels actually serve as self-statements which influence behavior. In our society, many labels have been consciously or unconsciously attached to behaviors and feelings in terms of their relationship to sex-role stereotypes. For example:

*Situation #1

Nine-year-old Joe loves to draw. He spends much of his allowance on art materials. The traditional sex-role stereotype says that boys should be "tough little men" who develop their gross motor skills. Unconsciously comparing his son against this stereotype, Joe's dad says this to the boy's uncle within Joe's earshot: "I wish Joe would be more like me when I was a kid. All his drawing makes me think I've got an oversensitive wimp on my hands." Joe's father has attached a label to Joe's behavior.

*Situation #2

Sam is also nine years old He plays baseball all day long and comes home dirty and sweaty. The same traditional sex-role stereotype applies here: boys should be "tough little men" who develop gross motor skills and who are therefore strong and active. When Sam comes home for dinner, his dad is likely to say to him with affectionate humor: "So, you decided to bring the baseball diamond home with you! Let's see those muscles of yours, little man." Again father has attached a label to his son's behavior.

Labels can have the effect of restricting growth beyond the limits of traditional sex-role stereotypes. For example, a boy who is labeled "sissy", "weak-kneed", or "overly sensitive" or a girl who is labeled "scheming", "hard", or "scatterbrained" may have trouble developing the probably nonstereotypic traits which resulted in such negative labels. On the other hand, labels can also encourage and reinforce traditional sex roles, discouraging children from exploring nontraditional behaviors. For example, calling boys "manly" or "rugged", and referring to girls as "adorable", "sweet", and "fragile" may make them feel comfortable about

accepting traditional roles. Therefore, in order to go beyond traditional limits, your students will need to understand the effects of sex-role labels. The following activities are classroom suggestions for ways in which you and your students can examine the labels which are associated with sex roles.

PART A: FOR PARTICIPANTS -- WORKING ON LABELS AND HOW THEY AFFECT YOU

Classroom Activity #1: Use the chart in Appendix 1 (page 67) to work through these steps.

*Look at the list of "Negatively Charged Labels". Add any others that come to mind.
*Put a check next to any of these negative labels that you know you'd be bothered by if they were attached to your behavior.
*Go down your list of checked labels. Jot down the nontraditional behaviors you already exhibit -- or the behaviors you would like to develop -- that people might associate with each label.
*Now read through the behaviors you've indicated for each label, keeping this in mind: negatively charged labels are not accurate; they are a subtle form of brainwashing to keep you from growing in nonstereotypic directions. With this new mind set, generate a "Helpful Accurate Label" to associate with you behaviors in each category.
*Go back and cross out the negatively charged labels.

PART B: FOR PARTICIPANTS __ WORKING ON LABELS YOU ASSOCIATE WITH YOUR STUDENTS

Classroom Activity #1: Again, use the chart in Appendix 1 (page 67) to get yourself thinking.

*Read through the list of "Negatively Charged Labels".
*Focus on any negative labels you may currently be saying to yourself about a student or directly to a student.
*Devise a plan to help yourself change your labeling process by consciously substituting a positive label that accurately describes the behaviors you have been labeling in a negative way.
*Look for appropriate times to implement your plan in the classroom.

Classroom Activity #2:

*Think of some labels that reinforce stereotypes and that you are aware of using frequently. For example, saying to girl student: "What a lovely dress; it makes you look so pretty!"
*Focus on some nontraditional attributes you might compliment instead. For example, say to the same girl: "What a strong person you are! I'll bet you could help me carry this box."
*Look for appropriate times to implement your strategy in the classroom.

PART C: ENCOURAGING NONTRADITIONAL STUDENT BEHAVIOR BY ATTACHING HELPFUL LABELS

Classroom Activity #1:

*Decide on the nonsexist component behavior(s) you might want to encourage in your students. Focusing on two or three specific behaviors will probably be helpful.
*Be alert to any signs of these nonsexist behaviors among your students.
*Praise the nonsexist behavior by naming it and attaching an accurate positive label to it.
For example: Sam spends his free time taking care of the class rabbit. He pets it, talks to it, feeds it, etc. Say: "Sam, when I see you spending time taking care of the rabbit, I realize thay you are developing a wide range of qualities, interests, and skills (Component #4). It is clear to me that you are a loving and sensitive person, and that you will become a nurturing person to young people as you, yourself, grow older."
*If, after two or three days, you find that you are not noticing many instances of nonsexist behavior, sit back at the end of the day and let the day pass before your eyes like a film. "Stop the film" whenever you become aware of an example of nonsexist behavior. Jot down your new awarenesses. Generate a helpful label to attach to these instances. If possible, find an opportunity to comment on the behavior and label it the next day.
For example: "Sarah, last night I was remembering the time when you _____ and I thought _____."

Classroom Activity #2:

*Be alert to situations where a student resists or shows ambivalence toward exhibiting a nonsexist behavior.
*Attach a positive label to the situation, thereby encouraging the behavior.
For example: Karen is a college level woman. One day in class, she shares her observation that there is blatant sex bias in the way the college runs its intramural sports program. She says that while she'd like to confront this sex bias, she's afraid that she'll be labeled aggressive and nitpicking/ You comment: "Karen, speaking your mind on an issue that you have strong feelings about is honest and it shows your strength. Most people respect and listen to others who are honest and strong." Or you might say: "Karen, anyone who might label you as aggressive and nitpicking because you express your feelings about sex bias in the sports program is not reacting in an open minded way. I'd like you to think of yourself as showing traits that are more accurately labeled as signs of your honesty and strength."

PART D: STUDENT ACTIVITIES ON LABELING

Classroom Activity #1: General Discussion

*Have a class discussion on name calling. Ask questions like:
-What are some names that are hurtful?
-What are some names that make you feel good?
-Why does one word, like _____, have so much clout?
-How can a hurtful name keep you from doing something you'd like to do?
-Can you think of a time when you stopped yourself from doing something because you were afraid of being called a hurtful name?

*Move the discussion to a focus on nonsexist component behaviors.
-Let's say you wanted to show (Component #_) by doing _____. Can you think of some hurtful names that other people might call you in such a situation?
*Focus on substituting more helpful accurate labels to nonsexist behaviors, replacing hurtful name calling.
-Let's look at the situation Philip just described. He wanted to show (Component #_) by doing _____, but he was afraid that people would call him a name like _____.
-Is that name really accurate?
-Can you think of other words that are more helpful and accurate, and which Philip might use to label his actions to himself or to the name callers?

Classroom Activity #2: Awareness raising

*Create a grid (like the one below) that focuses on negative labels for nonsexist behavior that may create problems for your students.

Labels	Women		Men	
	Positive?	Negative?	Positive ?	Negative?
sissy shrewd muscular caring . . .				

*With your students, fill in the grid
*Use the information on the grid to generate a discussion. Focus on questions such as:
-Do you see any patterns on the grid? Do the labels that are positive for men cluster in any way? What do these patterns tell us?
-Have any of these labels been applied to you? How did you feel at the time?
-What can you do or say the next time womeone uses one of these labels?

Classroom Activity #3: Writing assignment on labels

*Divide your students into small work groups.
*Give each small group a label (positive of negative), written on a piece of paper.
*Group task is to write a story about a person to whom their label could apply.
*Share group stories and discuss them.
*Have the class think of other stories (TV, movies, etc.) in which a person was labeled. Discuss these stories.

Classroom Activity #4: Exploring labels in relation to a selected nonsexist component

*Have your students select a nonsexist component behavior which they would like to develop or strengthen in themselves.
*Have students brainstorm all the behaviors they might exhibit at school, at home, or with friends--behaviors that could demonstrate the selected component.
*Ask each student to use the list of behaviors and fill in this sentence"

"If I _____, I might be called _____."
(behavior) (label)

*For any negative labels that have been generated in relation to nonsexist behaviors, work through a problem solving session. Generate ways in which students could handle the negative labels by substituting more accurate, positive labels for their actions.

Classroom Activity #5: Unfinished stories

*Create two versions of some unfinished stories. The two versions of each story should be identical except for the use of helpful, positive labels in version "A" and the use of unhelpful, negative labels in version "B."
*Divide your class into small work groups. Half the groups will receive an "A" story; half will receive a "B" story.
*Each group works together to complete their story.
*The finished stories are read aloud. Highlight the differences between outcomes in the "A" version and the "B" version of the same story. Use this focus to generate a class discussion on the power and influence of positive vs. negative labels.

APPENDIX 1

LABELS ASSOCIATED WITH SEX ROLES

Negatively Charged Labels	Nontraditional Behaviors These Labels Might Be Used to Describe	Helpful, Accurate Labels
Cold		
Compulsive		
Dull		
Uninteresting		
Aggressive		
Castrating		
Immature		
Egotistical		
Ungrateful		
Irresponsible		
Unfeminine		
Unmasculine		
Harsh		
Bossy		
Sissy		
Domineering		
Wrong		
Demanding		
Pansy		
Hysterical		
Insensitive		
Bitchy		
Old		
Incapable		
Weak		
Selfish		
Too idealistic		
Petty		
Emotional		
Nice guy, but...		
Infallible		
Coarse		
Crusader		
Martyr		
Liberal Do-Gooder		
(add others)		